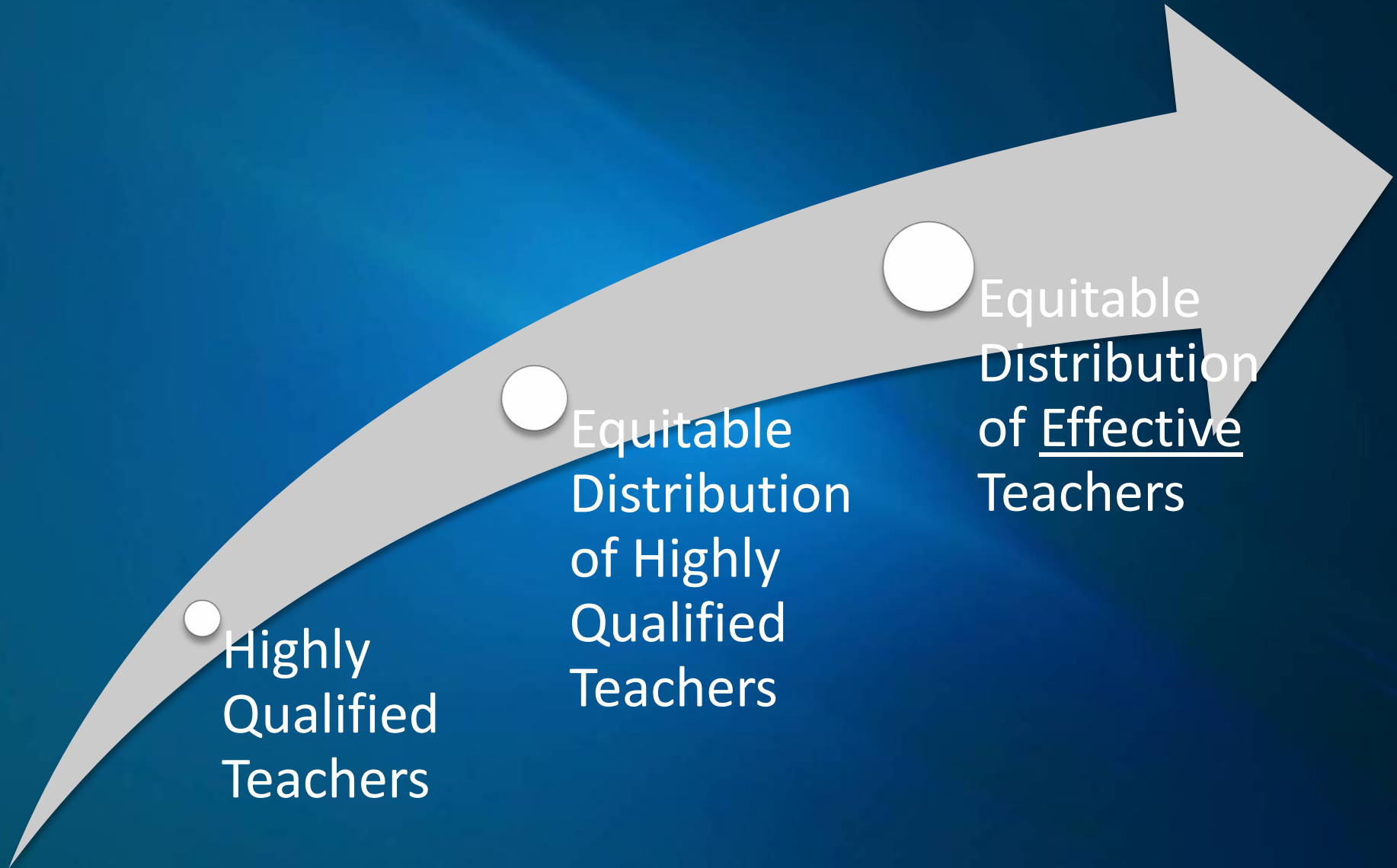


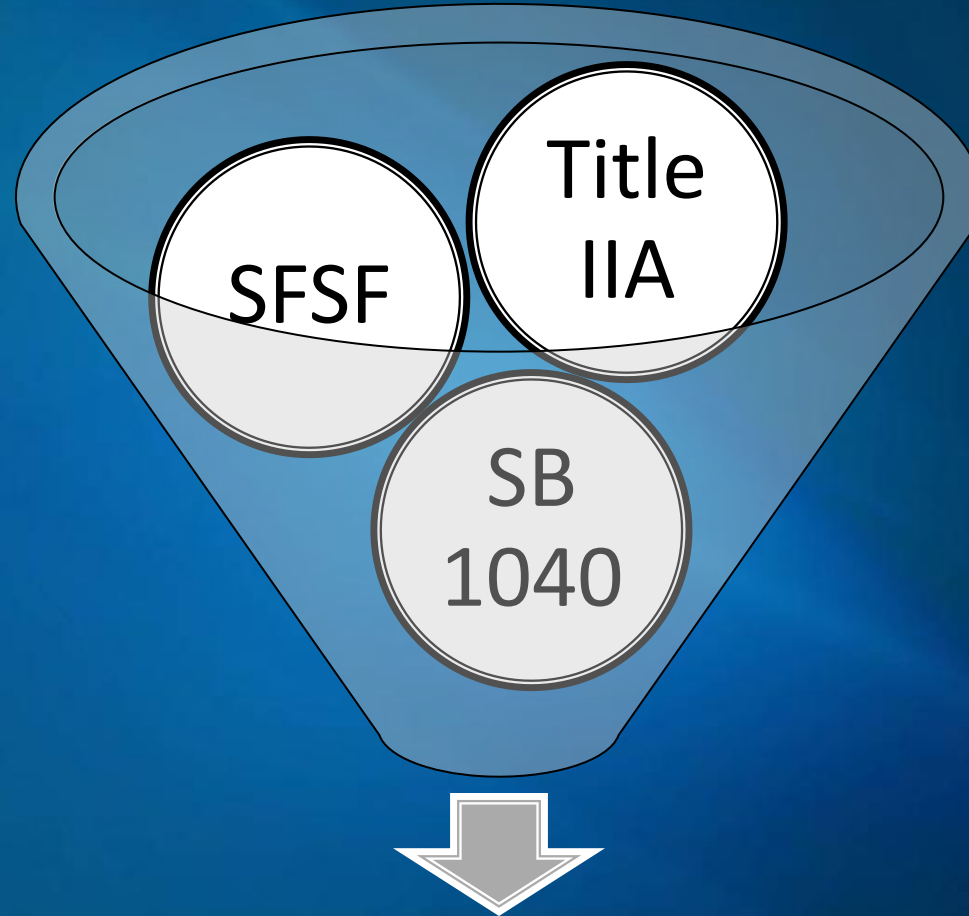
Highly Effective Teachers and Leaders: Title II-A Update

Fall Process
August, 2011

The Transition to Effectiveness



The Transition to Effectiveness



Educator Effectiveness

Arizona Revised Statute

§ 15-203(A)(38)

The State Board of Education shall...“on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013.”

Group A & Group B Teachers

- **Group A Teachers:** Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.
- **Group B Teachers:** Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

Framework for Teacher Evaluation Instruments—Group “A”

| | Classroom-level Data | School-Level Data | Teaching Performance |
|---|--|--|---|
| GROUP “A” (Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas) | <ul style="list-style-type: none"> • AIMS • Stanford 10 (SAT 10) • AP, IB, Cambridge, ACT, Quality Core • District/Charter-Wide Assessments • District / School-level Benchmark Assessments, aligned with Arizona State Standards • Other valid and reliable classroom- level data <p><u>Required</u> Classroom-level elements shall account for at least 33% of evaluation outcomes.</p> | <p>AIMS (aggregate school, grade, or team level results)</p> <ul style="list-style-type: none"> • Stanford 10 (aggregate school, department or grade level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade level results) • Survey data • AZ LEARNS Profiles • Other valid and reliable school-level data <p><u>Optional</u> School-level elements shall account for no more than 17% of evaluation outcomes.</p> | <p>Evaluation instruments shall provide for periodic classroom observations of all teachers.</p> <p>LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.</p> <p><u>Required</u> Teaching Performance results shall account for between 50 - 67% of evaluation outcomes.</p> |

SAMPLE WEIGHTING GROUP “A”

- Sample 1:

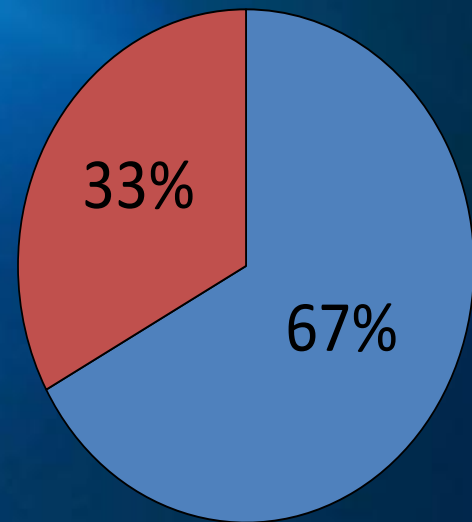
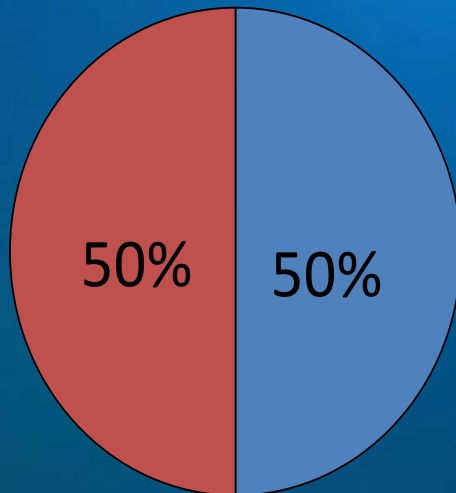
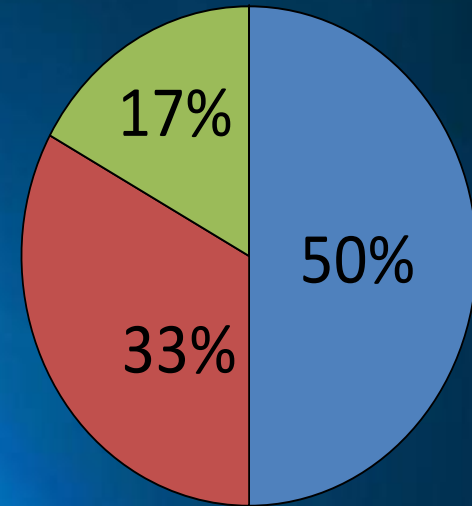
- 33% Classroom-level data
- 17% School-level data
- 50% Teaching Performance

- Sample 2:

- 50% Classroom-level data
- 50% Teaching Performance

- Sample 3:

- 33% Classroom-level data
- 67% Teaching Performance



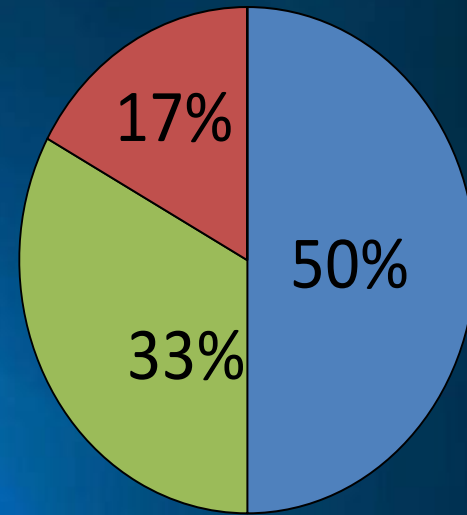
Framework for Teacher Evaluation Instruments—Group “B”

| | Classroom-level Data | School-Level Data | Teaching Performance |
|---|--|--|--|
| GROUP “B” (Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas.) | <ul style="list-style-type: none"> • District / School Level Benchmark Assessments, aligned with Arizona State Standards • District/Charter-wide Assessments, if available • Other valid and reliable classroom-level data <p><i>If available, these data shall be incorporated into the evaluation instrument. The sum of available classroom-level data and school-level data shall account for between 33% and 50% of evaluation outcomes.</i></p> | <p>AIMS (aggregate School, grade, or Team-level results)</p> <ul style="list-style-type: none"> • Stanford 10 (aggregate school, department or grade level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade-level results) • Survey data • AZ LEARNS Profiles • Other valid and reliable school-level data <p><u>Required</u> <i>The sum of available school-level data and classroom-level data shall account for between 33% and 50% of evaluation outcomes.</i></p> | <p>Evaluation instruments shall provide for periodic classroom observations of all teachers.</p> <p>LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.</p> <p><u>Required</u> <i>Teaching Performance results shall account for between 50 - 67% of evaluation outcomes.</i></p> |

SAMPLE WEIGHTING GROUP "B"

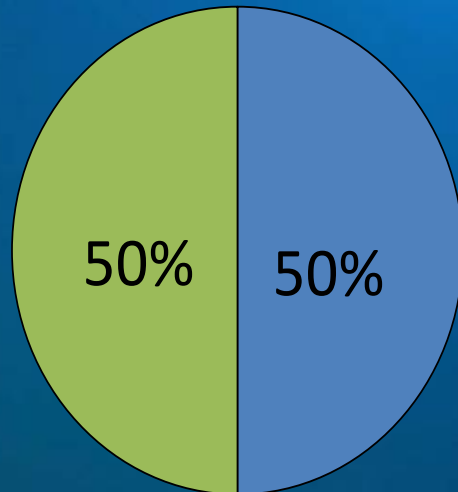
- Sample 1:

- 17% Classroom-level data
- 33% School-level data
- 50% Teaching Performance



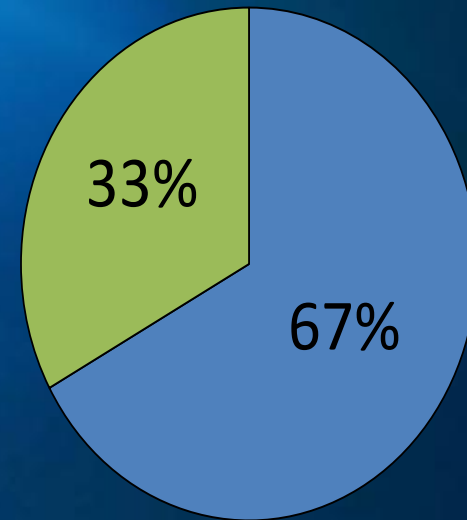
- Sample 2:

- 50% School-level data
- 50% Teaching Performance



- Sample 3:

- 33% School-level data
- 67% Teaching Performance



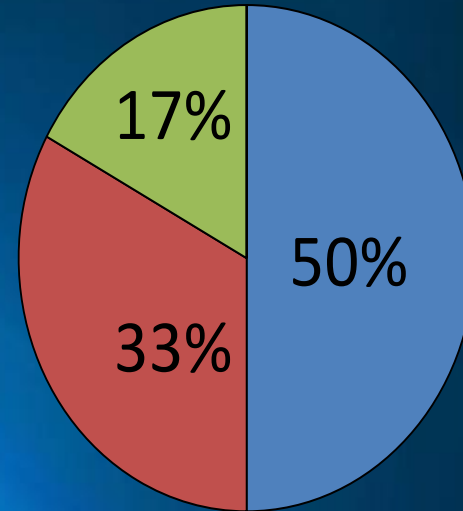
Framework for Principal Evaluation Instruments

| | School-Level Data | System / Program-Level Data | Instructional Leadership |
|----------------|---|--|--|
| ALL PRINCIPALS | <ul style="list-style-type: none"> • AIMS (aggregate school or grade level results) • Stanford 10 (aggregate school or grade level results) • District/School Level Benchmark Assessments • AP, IB Cambridge International, ACT Quality Core • AZ LEARNS Profiles • Other valid and reliable data <p><u>Required</u> School-level elements shall account for at least 33% of evaluation outcomes.</p> | <ul style="list-style-type: none"> • Survey data • Grade level data • Subject area data • Program data • Other valid and reliable data <p><u>Optional</u> These elements shall account for no more than 17% of evaluation outcomes; however, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome</p> | <p>Evaluation instruments shall provide for periodic performance reviews of all principals.</p> <p>LEAs may develop their own rubrics for this portion of principal evaluations; however, these rubrics shall be based upon National standards, as approved by the State Board of Education.</p> <p><u>Required</u> Instructional Leadership results shall account for no more than 50 - 67% of evaluation outcomes.</p> |

SAMPLE WEIGHTING PRINCIPAL EVALUATIONS

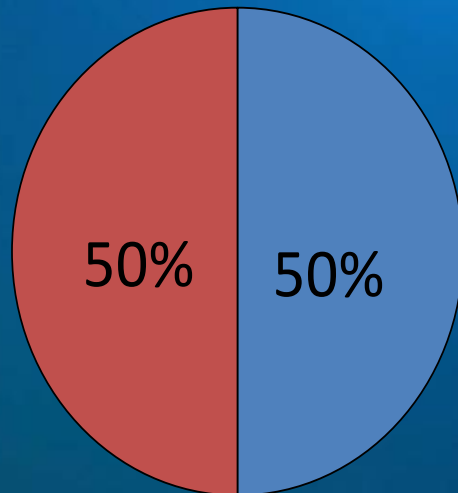
- **Sample 1:**

- **33% School-level data**
- **17% System/School-level data**
- **50% Instructional leadership**



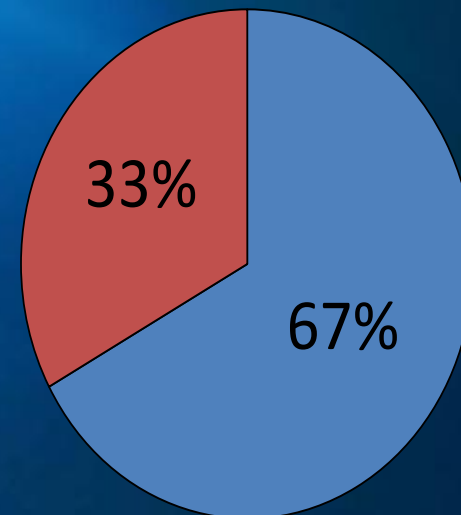
- **Sample 2:**

- **50% School-level data**
- **50% Instructional leadership**



- **Sample 3:**

- **33% School-level data**
- **67% Instructional leadership**



Teacher and Principal Evaluation Resources at ADE

- The Arizona Framework for Measuring Educator Effectiveness can be found at:
<http://www.ade.az.gov/asd/TeacherPrincipalEval/>
- Questions and feedback about the *Arizona Framework for Measuring Educator Effectiveness* or other topics related to teacher and principal can be emailed to:
EducatorEvaluation@azed.gov
- Stay Tuned! More detailed information is forthcoming ...

Resources – Educator Evaluation



State of Arizona
Department of Education
Guidance- Title II-A Funding

Use of Title II–A to Support the Development, Implementation, & Evaluation of Educator Evaluation Systems

Effective Teachers and Leaders (formerly Title II-A) is responsible for increasing student academic achievement through strategies that support improving teacher and principal effectiveness. All expenditures must adhere to the following Title II-A priorities:

- Improve the effectiveness of teachers and principals,
- Achieve equitable distribution of effective teachers and principals,
- Support targeted professional development based on identified needs, and
- Assist with the implementation of the Arizona Framework for Measuring Educator Effectiveness.

Expenditure Guidance:

- Hire a qualified external consultant to facilitate the development and/or revision of the Local Education Agency's (LEA) teacher and principal evaluation system (tools and processes) in alignment with the State Board adopted teaching and leadership standards and the Arizona Framework for Measuring Educator Effectiveness. A Scope of Work must be provided for approval.
- Provide stipends to certified staff to participate in collaborative activities to develop/revise the LEA's evaluation system (tools and processes) in alignment with the State Board adopted teaching and leadership standards and the Arizona Framework for Measuring Educator Effectiveness. To be eligible for stipends, these activities must be conducted outside the normal contract day.
- Pay allowable costs associated with participation in a consortium of LEAs to develop an evaluation system (tools and processes) in alignment with the State Board adopted teaching and leadership standards and the Arizona Framework for Measuring Educator Effectiveness.
- Pay allowable costs associated with participation in a national organization to design valid and reliable assessment tools for non-tested subject areas/grades.
- Provide professional development (on awareness and implementation) to certified staff on the aligned LEA evaluation system (tools and processes).
- Provide initial and on-going professional development for evaluators on the aligned LEA evaluation system (tools and processes) to ensure fidelity of implementation and inter-rater reliability.
- Design targeted LEA/school professional development based on analysis of teacher and principal evaluation data and in alignment with the National Staff Development Standards (NSDC).
- Design individual professional growth plans and targeted professional development based on analysis of individual teacher and principal evaluation data in alignment with NSDC.
- Evaluate and modify the evaluation system (tools and process), based on data, to ensure that it accurately assesses teacher and principal performance.
- Title II-A funds may **NOT** be utilized to conduct reliability and validity studies of locally created assessments.
- Title II-A funds may **NOT** be used to pay for positions (full-time equivalents) to provide coordination or support for implementation the Arizona Framework for Measuring Educator Effectiveness.

The supplement not supplant requirement prohibits the use of funds provided under Title II-A to pay for services that, in the absence of these funds, would be paid from State and local funds.

School Fast Facts

School Fast Facts Sheet - School Year 2009-2010

DISTRICT: Tucson Unified District

SCHOOL: *SAMPLE* Middle School

| School Information | | | | |
|---|------|---------------------|---------|---------|
| Title I Status: | | Targeted Assistance | | |
| AYP Determination: | | Not Met | | |
| Percent Free/Reduced: | | 67 | | |
| Number of SEI Classrooms: | | 4 | | |
| Principal Experience | | | | |
| Total Years: | | 4 | | |
| Years at Current School: | | 4 | | |
| Standards Assessment Inventory (Leadership Standard) | | | | |
| SAI is a 60 item electronic survey to assess staff perceptions of the level of implementation in their school of the NSDC Professional Development Standards. There are 5 questions for each of the 12 NSDC standards. The average Leadership Standard score below is on a scale from 0 (never) to 4 (always). The questions are: | | | | |
| 1. Our principal believes teacher learning is essential for achieving our school goals. | | | | |
| 10. Our principal's decisions on school-wide issues and practices are influenced by faculty input. | | | | |
| 18. Our principal is committed to providing teachers with opportunities to improve instruction. | | | | |
| 45. Our principal fosters a school culture that is focused on instructional improvement. | | | | |
| 48. I would use the word, empowering, to describe my principal. | | | | |
| Leadership Standard Avg. Score: | | 2.4 | N = 23 | |
| 2010 AIMS Data (Percent Meeting/Exceeding) | | | | |
| Grade | Math | Reading | Writing | Science |
| 3 rd | | | | |
| 4 th | | | | |
| 5 th | | | | |
| 6 th | 27 | 63 | 61 | |
| 7 th | 32 | 68 | 74 | |
| 8 th | 41 | 66 | | 52 |
| 2012 (10 th) | | | | |
| 2011 (11 th) | | | | |
| 2010 (12 th) | | | | |

| Content Competency (HQ) Criterion for Core Academic Positions | | |
|---|--------|---------|
| -Numbers represent teaching positions; teachers can be assigned to more than one position at one or more schools. Therefore, these numbers are duplicate counts and may not add up to the number of core academic teachers below. | | |
| | Number | Percent |
| Not Highly Qualified: | 4 | 11% |
| Highly Qualified (detailed below): | 33 | 89% |
| AEPA (Rigorous State Exam): | 17 | 46% |
| 24 Sem. Hrs./Major or Advanced Degree: | 5 | 14% |
| HOUSSE (Grandfathered in on experience & limited content coursework): | 11 | 30% |
| Other: | 0 | 0% |
| Core Academic Teacher Information | | |
| Number of Core Academic Teachers: | 27 | -- |
| Bachelor's: | 16 | 59% |
| Master's: | 11 | 41% |
| Doctorate: | 0 | 0% |
| Teacher Absences (Fall Semester, 2009) | | |
| 0 to 4 Days: | 15 | 56% |
| 5 to 9 Days: | 9 | 33% |
| 10 to 14 Days: | 3 | 11% |
| More than 14 Days: | 0 | 0% |
| Years of Experience (Total) | | |
| 0 to 3 Years: | 10 | 37% |
| 4 to 6 Years: | 3 | 11% |
| 7 to 10 Years: | 4 | 15% |
| More than 10 Years: | 10 | 37% |
| Years at Current School* | | |
| 0 to 3 Years: | 7 | 26% |
| 4 to 6 Years: | 5 | 19% |
| 7 to 10 Years: | 6 | 22% |
| More than 10 Years: | 9 | 33% |

Retention data were not collected in SY 09-10. Data collected in SY 10-11 were used for teachers teaching at the school in SY 09-10.

| Student Population Based on October 1 st , 2009 Enrollment | | | | | | | | | | | | | |
|---|----|------|----|-------|---|------------------|----|----------|----|-----------------|---|-------|----|
| Female | | Male | | Asian | | African American | | Hispanic | | Native American | | White | |
| N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 243 | 44 | 305 | 56 | 17 | 3 | 64 | 12 | 212 | 39 | * | * | 251 | 46 |
| | | | | | | | | | | | | 548 | |

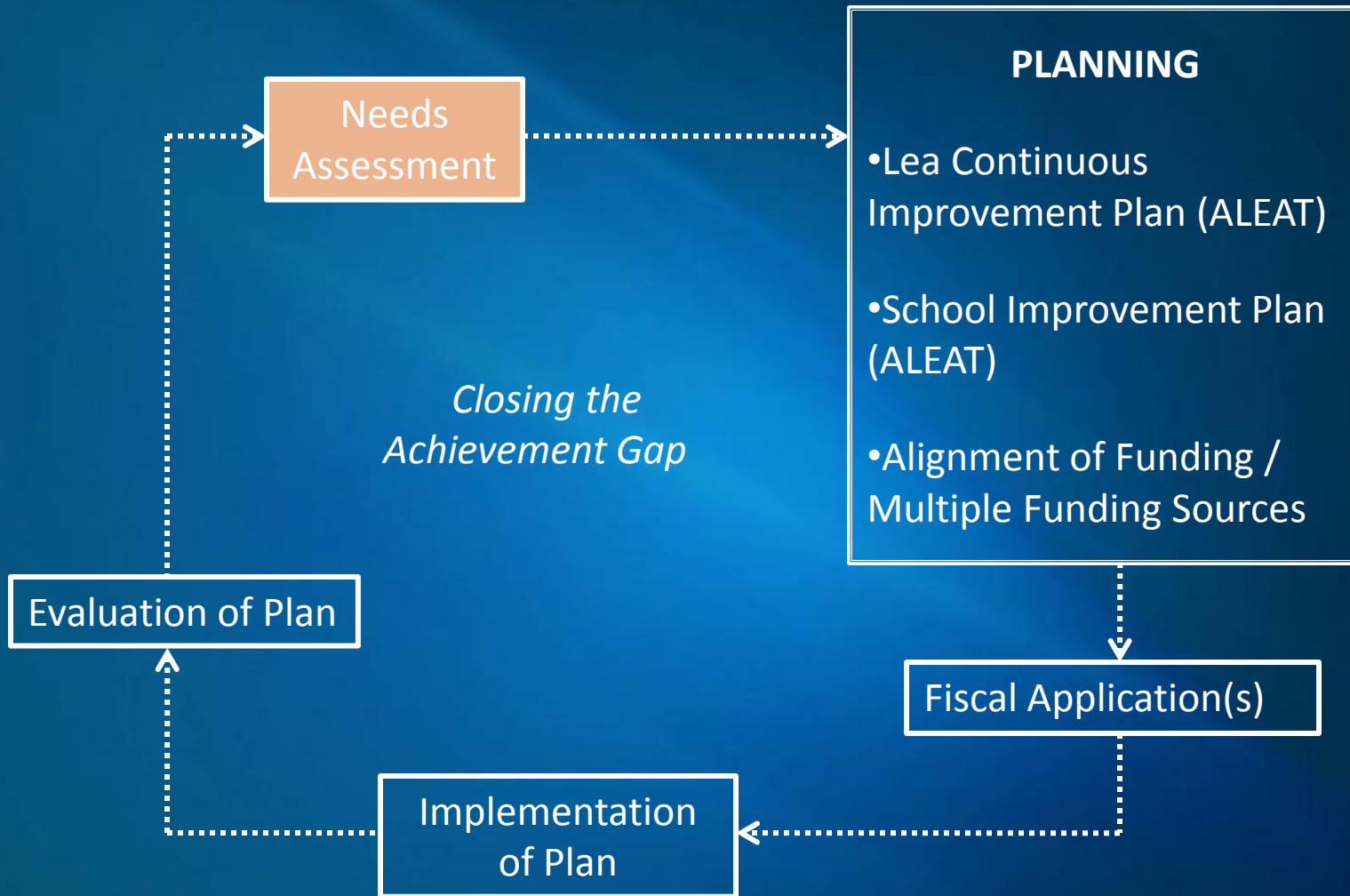
Initial Questions

Questions to Address Prior to Analysis of *Teacher Effectiveness* Data

1. What is the purpose of analyzing *teacher effectiveness* data?
2. Who are the stakeholders that need to participate in discussions about *teacher effectiveness* data?
3. Who should facilitate the discussion when analyzing *teacher effectiveness* data?
4. What roles should be assigned to meeting participants when analyzing *teacher effectiveness* data?
5. What “norms of behavior” should be established when analyzing *teacher effectiveness* data?
6. What information should be available when meeting to analyze *teacher effectiveness* data?
7. What are some strategies for remaining focused on *teacher effectiveness* when analyzing data?
8. What are some strategies to maintain a sense of urgency while allowing for reflection and additional analysis of *teacher effectiveness* data?
9. What are some strategies to ensure action is taken based on the analysis of *teacher effectiveness* data?

[illegible]

CONNECTING THE DOTS



Contact Information

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- OR call 602-364-1842